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ABSTRACT

A study was conducted at Phillips County Community College to examine part-time students' and adjunct faculty members' perceptions of effective instructional behaviors and strategies. A teaching effectiveness survey was distributed to a random sample of 225 part-time students enrolled in spring 1984 and to 54 adjunct faculty members, asking them to specify which of 48 instructional behaviors/strategies were most effective in helping students learn and to indicate the skill areas in which part-time faculty needed staff development opportunities. Study findings, based on responses from 43% of the students and 76% of the faculty, revealed: (1) there was a high degree of similarity between faculty and student perceptions of effective instructional behaviors/strategies; (2) creating an atmosphere of acceptance, treating students fairly, and including recent developments in the field were the top three strategies/behaviors for students and were within the top eight for faculty; and (3) students and faculty generally disagreed on the staff development needs of part-time instructors, with students rating providing up-to-date developments in the field, advising students about career opportunities, and encouraging original thinking most highly and faculty members rating course planning; providing printed handouts; and using films, tapes, and slides most highly. The survey instrument and recommendations for staff development planning are included. (HB)

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Determining Effective Teaching Behaviors and Staff Development Opportunities for Adjunct Faculty

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by

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Phillips County Community College

JC 840572

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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ABSTRACT

Since 1978, the number of part-time faculty employed by community colleges in the United States has equalled or exceeded the number of full-time instructors. At Phillips County Community College (Arkansas) the part-time to full-time faculty ratio is comparable to national trends. The increased utilization of adjunct staff has been accompanied by a number of problems, one of which relates to a shortage of staff development opportunities for part-time instructors.

This practicum is an analysis of part-time students' and adjunct faculty members' perceptions of effective instructional behaviors and strategies at Phillips County Community College. A teaching effectiveness survey was distributed to a randomly selected sample of part-time students and to all adjunct faculty to determine which of forty-eight (48) instructional behaviors/strategies appear to be most effective in helping students learn.

The survey findings not only enable an identification of which instructional strategies are most effective and least effective, but also specify in which skill areas part-time faculty members need staff development opportunities. Students and faculty basically agreed on those behaviors/strategies that were and were not effective; however, they disagreed on the areas requiring faculty development activities.

A need for both the development of a part-time faculty development program and an extension of support services to adjunct instructors was indicated by the research findings. Recommendations made as a result of the investigation included: (1) including adjunct staff on the college's Faculty Development Committee, (2) conducting adjunct instructor orientations, (3) providing meaningful staff development activities in the areas specified by the study, (4) extending instructional support services to adjunct faculty members, (5) evaluating adjunct staff each semester based on the research findings, and (6) continuing this type of research in the future and expanding it to assess full-time faculty development needs as well.

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INTRODUCTION

The use of part-time faculty members has increased substantially over the past five years at Phillips County Community College (Arkansas). A large number of adjunct faculty are currently employed by the college, particularly in the areas of continuing education and community services, and within the college's evening division. During the 1983-84 academic year, the number of part-time and full-time faculty were almost equal. This ratio is comparable to the nationwide trend toward increased use of adjunct faculty. Eliason (1980) indicates that since 1978, the number of part-time faculty has equalled or exceeded the number of full-time faculty employed by community colleges in the United States.

However the growth in the numbers of adjuncts has been accompanied by a number of problems. One of the more significant of these problems relates to staff development and instructional training (Moe, 1977).

Statement of the Problem

Phillips County Community College has not provided its growing number of part-time faculty with organized staff development activities. The development of such activities was cited by department chairpersons as a critical need in a recent institutional study.

According to Hammonds (1981) too little research has been conducted in this important area. He indicates that a major question that colleges must be able to answer is, "what do we need to do to help adjunct faculty improve in those areas where both they and their students suggest improvement"?

Several such questions had to be answered before Phillips County Community College could develop a program that would allow for part-time faculty development. It was the objective of this investigation to determine: (1) which instructional behaviors/strategies have value in the classroom as perceived by both adjunct faculty and their students and, (2) in which of those instructional areas should PCCC adjunct instructors be offered staff development opportunities in the future.

Obtaining answers to these questions would enable the college to plan future staff development activities for the part-time faculty members. The Vice President for Instruction agreed to allow this survey of adjunct faculty and part-time students in order to identify effective instructional behaviors and those specific areas in which training was deemed necessary.

BACKGROUND AND SIGNIFICANCE

Determining which instructional behaviors are both appropriate and effective and then developing teaching strategies to capitalize upon those behaviors is a major

objective of the learning theory seminar. This practicum topic is relevant to learning theory in that it identifies which instructional behaviors are most effectively employed by part-time faculty at Phillips County Community College and further suggests areas for staff development to address weaknesses as perceived by both faculty and students.

With the rapid expansion of part-time faculty use among the nation's community colleges, it would appear that increasing the effectiveness of adjunct staff would be a major concern. However, a review of recent educational literature on part-time faculty does not support such an assumption.

In a nationwide study conducted by Jackie Moe (1976) it was discovered that fewer than one in six colleges provided part-time instructors with opportunities to improve their teaching skills. One of every three community colleges surveyed did not even provide any kind of basic employee orientation for adjunct faculty. Black (1981) stresses that even though some progress has been made in part-time staff development in recent years, there is still much that remains to be done.

The reason that college administrators have increased their use of adjunct faculty members has ranged from capitalizing on the part-time instructor's technical expertise to exploiting the economic flexibility they provide (Pollock and Breuder, 1982). Utilization of part-time instructional staff simply costs less than using full-time

faculty and allows rapid response to community requests for instructional activities (Cottingham, 1981).

Cottingham adds, however, that few part-time faculty have been given the necessary understanding of the practice and theory of adult learning to be as effective as their full-time counterparts. Adjunct staff also frequently lack an understanding of the community college mission and its students' needs and backgrounds.

Hammonds (1981) agrees but takes the argument a step further, placing the blame for inadequate training on academic administrators. He contends that administrators know that the need for staff development exists and that they have a good idea what will help satisfy the needs. However, he states that "the major stumbling block is a lack of support from top administrators" and compares establishing a part-time faculty development program to "writing a will -- important but not urgent".

Indeed there appear to be a number of successful models available for colleges to follow in the development of such staff development programs. Recent examples in the literature include those at Hinds Junior College (Rabalais, 1983), Burlington County College (Pierce, 1980), and at Pima College and the Peralta Community College District (Cottingham, 1981). These programs would be good references for planning similar activities at any community college. The only real issue, then, is why not develop the programs?

At Phillips County Community College, the major drawback has been a lack of reliable data upon which to base decisions regarding which areas need to be emphasized in a part-time faculty development program. This study has done precisely that by providing feedback regarding those areas of concern.

PROCEDURES

Collection of Data

A sample population was selected at random from all part-time students (with cumulative credits of twelve or more hours) enrolled in credit courses during the Spring 1984 semester. All selection procedures followed were in accordance with those specified by Krejcie and Morgan (1970). A computerized random number generator was utilized to select the sample population of 225 students from a sample universe of 657 students. Students with cumulative credits of twelve (12) or more hours were used because it was assumed that they had been sufficiently exposed to college level instruction to realistically assess the effectiveness of various teaching strategies.

These selected students received, by mail, a copy of the survey questionnaire designed for students by Greenland (1984). This questionnaire was designed with the assistance of the Department of Higher Education at the University of Arkansas, thereby enhancing the realiability and validity of survey data (see appendix).

A similar questionnaire, also designed by Greenland (1984), was distributed by mail to all adjunct faculty employed by the college to teach credit courses during the Spring 1984 semester. Fifty-four (54) adjunct faculty members received quesitonnaires (see appendix).

It was anticipated that response rates of at least thirty percent (30%) for students and sixty percent (60%) for faculty would be realized.

Six (6) broad areas of instructional behavior/strategy were analyzed: instructor preparation and organization, presentation of material, knowledge of subject matter, workload, evaluation, and teacher-student relationships. Complete instructions were provided to each survey recipient.

Participants were asked to identify which of the forty-eight (48) specific instructional behaviors/strategies were effective in helping students learn. A rating scale method was employed to indicate the extent that each of the behaviors/strategies influenced the learning process: no value, slight value, moderate value, substantial value, or great value. A "no opinion" option was also available to the participant.

Once these behaviors/strategies were ranked, both students and adjunct faculty were asked to indicate "in which of the areas should adjunct instructors be offered development opportunities."

Analysis of the Data

Once the survey instruments had been completed and returned, the responses were tabulated to identify the values assigned to each of the forty-eight (48) instructional behaviors/strategies. Each behavior/strategy value was assigned a weight (no value=0, slight value=1, moderate value=2, substantial value=3, great value=4) and a mean value for each behavior/strategy was calculated.

The ten behaviors/strategies with the highest and lowest mean values for each survey group (students and adjunct faculty) were identified. These rankings were compared for commonalities and differences.

In addition, student responses and faculty responses were tabulated and compared to identify in which areas the two groups indicated that staff development opportunities should be provided.

SURVEY FINDINGS

Ninety-six (96) students responded to the student questionnaire. This represented a 43% return rate. Forty-one adjunct faculty members completed and returned their questionnaires, representing a 76% response rate. Returns from both groups exceeded anticipated response rates.

Seventy-two percent of the students responding were female and sixty-six percent of the faculty responding were male. These figures compare very closely to the proportions of both the sample population and the sample universe.

Sixty-four percent of the students responding were under the age of 31. Half of the faculty respondents had taught at the college for five or more semesters.

Effectiveness of Instructional Behaviors

Regarding the six broad areas of instructional behavior/strategy both the students and the faculty members felt that the general area "class size and nature of the workload" was the least significant area in learning. Students assigned that area a mean value of 2.83, while faculty rated the area at a mean value of 2.79.

Faculty members indicated that the most important area of behavior was the "instructor's preparation and organization" skills. They assigned a mean value of 3.53 to this area. However, the students indicated that the most important skill area that an adjunct faculty member could possess was a "grasp of the subject matter" being taught, assigning that area a mean score of 3.43.

Overall, the similarities between the two groups' responses were numerous. For the most part, both the students and the adjunct faculty members agreed on which behaviors were and were not effective. More specifically, when comparing both groups' responses to the ten most effective behaviors/ strateigies, there were six items common to both lists. Table 1 indicates these ten areas and the commonalities.

Table 1

Most Effective Instructional Behaviors
(Mean Scores in Parentheses)

Students	Faculty
1. Creates an atmosphere of acceptance (3.64)	1. Creates an atmosphere of acceptance (3.64)
2. Treats students fairly (3.63)	2. Exhibits enthusiasm in subject (3.83)
3. Includes recent developments in the field (3.56)	3. Treats students fairly (3.82)
4. Determines abilities early (3.53)	4. Talks at comprehendable pace (3.78)
5. Exhibits enthusiasm in subject matter (3.51)	5. Plans course format in advance (3.73)
6. Possesses detailed knowledge of subject (3.51)	6. Relates theory to practice (3.73)
7. Encourages original thinking (3.51)	7. Provides clear course objectives (3.68)
8. Advises students about career field (3.50)	8. Includes recent developments in field (3.61)
9. Relates theory to practice (3.48)	9. Praises good work (3.56)
10. Summarizes/reviews material (3.46)	10. Encourages original thinking (3.56)

Behaviors ranking 1, 2, 3, 5, 7, and 9 by the students corresponded with rankings 1, 2, 3, 6, 8, and 10 by the faculty regarding effectiveness.

A high degree of agreement was likewise indicated regarding those instructional behaviors/strategies that were

judged least effective by both groups. A comparison of faculty and student responses reveals that of the ten least effective behaviors/strategies cited, there were seven factors common to both lists. Table 2 reflects these rankings.

Table 2

Least Effective Instructional Behaviors
(Mean Scores in Parentheses)

Students	Faculty
1. Different levels of tests (1.47)	1. Different levels of tests (2.09)
2. Brings guest speakers (1.95)	2. Brings guest speakers (2.22)
3. Uses small group discussions (1.99)	3. Uses small group discussions (1.99)
4. Announces course requirements early (2.23)	4. Requires outside research (2.41)
5. Requires repetitive exercises (2.28)	5. Uses films, slides, tapes (2.44)
6. Requires outside research (2.29)	6. Uses supplementary reading lists (2.46)
7. Uses supplementary reading lists (2.34)	7. Requires repetitive exercises (2.48)
8. Uses films, slides, tapes (2.60)	8. Public speaking ability (2.70)
9. Use demonstrations (2.68)	9. Determines abilities early (2.95)
10. Uses whole-group discussion (2.80)	10. Provides printed handouts (2.96)

Rankings 1, 2, 3, 5, 6, 7, and 8 by the students corresponded with rankings 1, 2, 3, 4, 5, 6, and 7 by the faculty regarding least effective behaviors.

Only one behavior/strategy rated as effective by students was ranked as ineffective by faculty. This difference pertained to determining student ability levels early in the course. Students gave this behavior a high 3.53 mean value, ranking it as the fourth most effective behavior out of all forty-eight behaviors. Conversely, faculty assigned it a much lower 2.95 mean value placing it as only the fortieth most effective behavior in their opinion.

Staff Development Suggestions

Both students and faculty members were asked to indicate in which areas they felt that adjunct staff members required additional training. Contrary to the results of their respective group appraisals of effective and non-effective instructional behaviors, students and faculty generally disagreed regarding training needs.

Students felt that faculty primarily needed development opportunities in the following areas: (1) providing up-to-date developments in the field - 36% (2) advising students about career opportunities - 31% (3) encouraging original thinking - 30% (4) adding variety and interest to lectures - 30%, and (5) providing extra information for students who request it - 25%. Percentages given above indicate the proportion of students citing those specific training needs.

Part-time faculty members stated that the following development opportunities were needed the most: (1) course planning - 27%, (2) providing printed handouts - 25%, (3) using films, tapes, and slides - 25%, (4) determining student ability levels early - 22%, and (5) seeking additional information for students - 15%. Percentages cited indicate the proportion of adjunct staff responding to each behavior/strategy.

Between the two lists of training needs, only one of the most frequently cited items was common to both lists. Both the students and the adjunct faculty members felt that part-time instructors needed training in providing additional information requested by students. Table 3 lists the nine areas cited by both faculty and students as needing developmental activities.

Table 3

Staff Development Suggestions

1. Including up-to-date field developments in lectures.
2. Advising students about career opportunities.
3. Encouraging original thinking.
4. Adding variety to lectures.
5. Providing extra information requested by students.
6. Developing course planning skills.
7. Providing printed materials/handouts.
8. Using films, tapes, and slides.
9. Determining student abilities early.

Three of these needs areas were ranked by both students and faculty as being very effective instructional behaviors/strategies. These were: including up-to-date developments in the field, advising students about career opportunities, and encouraging original thinking.

IMPLICATIONS AND RECOMMENDATONS

This investigation has clearly revealed which instructional behaviors, skills, and strategies are valued the highest by part-time students and adjunct faculty at Phillips County Community College. Somewhat surprisingly, both the students participating in this study and the faculty members were in general agreement as to which instructional behaviors are most effective and which ones are not effective in the classroom.

Students indicated that, in general, they preferred faculty members who created a favorable environment in the classroom, treated students fairly, and had a good working knowledge of the subject including recent developments in the field and career opportunities in the field. Adjunct faculty members basically agreed, emphasizing course planning as well.

On the other hand, students and faculty alike found little instructional value in small group discussions, repetitive exercises, outside research, multi-level testing, guest speakers, and audio-visual materials. Ironically many of these techniques are methods of adding variety to

traditional lectures formats, an area in which students felt that adjunct faculty members needed help.

The similarities between student and faculty responses did not extend to suggestions for improvement however. Both groups differed widely on those areas in which faculty development opportunities should be made available. Students recommended that part-time faculty members need assistance in developing the following effective instructional behaviors: providing extra information and sharing up-to-date developments in the field, advising students about career opportunities, encouraging original thinking, and assessing student abilities early.

Ironically, two of the five needs areas ranked highest by faculty were in behaviors that both they and the students had indicated were not effective instructional strategies: using films, tapes and slides, and providing handouts. Perhaps faculty and students would not have ranked those behaviors as ineffective if faculty members had more training in their use. On the other hand, perhaps adjunct faculty members were simply citing areas external to their control as needing attention.

By that, adjunct faculty members may have been asking for institutional assistance other than staff development opportunities. An analysis of the suggested development areas reveals at least four areas in which the institution has professional staff members employed to assist full-time students and full-time faculty. Those areas include:

providing extra information to students requesting it, using audio-visuals, providing printed handouts, and providing career information.

Full-time staff members and students can take advantage of the college's career education counselor, the college copy service, the library professional staff, and the audio-visual center personnel. Many of these services are currently not extended to part-time, particularly evening, students and faculty.

Implications regarding part-time faculty development programs drawn from this investigation are highly compatible with those drawn by other researchers and previously cited in the review of literature. The data collected in this study suggest that needed faculty development activities can be categorized into two broad headings: (1) training/development opportunities for adjunct staff, and (2) extended institutional services to adjunct faculty and part-time students.

The results of this investigation clearly suggest the need to carefully develop activities and procedures to address both areas of need. Given these findings and recognizing these important implications for the institution the following recommendations are made:

1. Include adjunct faculty members on the college's Faculty Development Committee. At present, this committee is composed of full-time faculty members only. This will enable

part-time instructional personnel to participate in planning staff development activities.

2. Plan an orientation program for adjunct staff members each fall semester to introduce new part-time instructors to college policies, regulations, and services. Veteran adjunct staff should participate as well to provide supportive information during informal conversations. Department chairpersons should also attend, and perhaps selected full-time faculty as well, to provide the necessary linkage and communication between part-time and full-time staff that will ensure quality instruction and help the adjunct staff members feel more of a part of the college community.

3. Design and provide meaningful part-time staff development activities in the needs areas identified in this study.

4. Extend instructional support services to adjunct staff members. Make them aware of the copy service, of library research assistance, of audio-visual arrangements, and of career education specialists available to them at the college. Make the necessary policy and personnel changes to provide these services to the adjunct staff on a continuing basis, during both day and evening divisions.

5. Now that the most effective instructional behaviors have been identified, evaluate adjunct faculty members each semester on the basis of these findings. Where weaknesses are identified, provide faculty with the appropriate

development opportunities in-house to improve performance.

6. Research of this type should be conducted periodically to monitor changes in students' perceptions of effective instructional behaviors. A similar investigation should also be conducted among full-time faculty and students.

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APPENDIX

June 11, 1934

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Dear Student:

Because you are an "experienced" part-time student (having earned 12 or more credits from PCCC), we are seeking your opinions for a research study we are conducting. The study concerns instructor effectiveness and is part of our ongoing effort to improve our services to part-time students.

You can help us by spending only a few minutes of your time to complete the enclosed questionnaire. Please read the directions carefully before you begin.

The results of this study should help us in several ways: by identifying the instructional approaches which work best for our adult students, by guiding our recruitment of new instructors, and by establishing some priorities as we develop materials and workshops for training instructors.

Please return the completed questionnaire no later than Friday, June 22 (sooner if possible). A postage-paid envelope is included for your convenience.

Thank you for your participation in this project. We hope you will enroll for classes again in August!

Sincerely,

Steven W. Jones
Dean of College Affairs

SWJ:lt

Enclosure

DIRECTIONS: 48 behaviors or strategies used in college classrooms are listed below. Please respond to each in two ways:

(1) Check the box which shows the value of each behavior or strategy to you in helping you learn, in any classroom situation;

(2) At the right, put a check mark beside the number of any behavior or strategy in which you think PCCC adjunct instructors should be offered assistance or training.

WHEN AN INSTRUCTOR USES THIS BEHAVIOR OR STRATEGY IN THE CLASSROOM ..... IT HAS THIS VALUE IN HELPING ME LEARN:							PCCC adjunct instructors should be offered assistance in the areas I have checked:
	No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
PREPARATION AND ORGANIZATION							
1. Plans format of course in advance	☐	☐	☐	☐	☐	☐	1. ____
2. Provides clear course objectives	☐	☐	☐	☐	☐	☐	2. ____
3. Announces course requirements and deadlines early in course	☐	☐	☐	☐	☐	☐	3. ____
4. Organizes material in logical order for each class session	☐	☐	☐	☐	☐	☐	4. ____
5. Provides opportunities to summarize and review material	☐	☐	☐	☐	☐	☐	5. ____
6. Allows time for question-and-answer sessions	☐	☐	☐	☐	☐	☐	6. ____
	No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
PRESENTATION OF MATERIAL							
7. Relates new ideas to established ones	☐	☐	☐	☐	☐	☐	7. ____
8. Uses concrete examples to translate theory into practice	☐	☐	☐	☐	☐	☐	8. ____
9. Talks at a pace suitable for comprehension	☐	☐	☐	☐	☐	☐	9. ____
10. Adds variety and interest to lecture method	☐	☐	☐	☐	☐	☐	10. ____
11. Adapts teaching methods to students' learning styles and rates	☐	☐	☐	☐	☐	☐	11. ____
12. Demonstrates public-speaking skill	☐	☐	☐	☐	☐	☐	12. ____
13. Provides printed materials (handouts)	☐	☐	☐	☐	☐	☐	13. ____
14. Uses diagrams, charts, pictures	☐	☐	☐	☐	☐	☐	14. ____
15. Uses filmstrips, films, tapes, slides	☐	☐	☐	☐	☐	☐	15. ____
16. Uses demonstrations, dramatizations	☐	☐	☐	☐	☐	☐	16. ____
17. Uses whole-group discussion methods	☐	☐	☐	☐	☐	☐	17. ____
18. Uses small-group discussion methods	☐	☐	☐	☐	☐	☐	18. ____
19. Brings in guest speakers	☐	☐	☐	☐	☐	☐	19. ____
	No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
GRASP OF SUBJECT MATTER							
20. Shows detailed knowledge of subject matter	☐	☐	☐	☐	☐	☐	20. ____
21. Exhibits enthusiasm and interest in subject	☐	☐	☐	☐	☐	☐	21. ____
22. Chooses appropriate learning activities for subject matter	☐	☐	☐	☐	☐	☐	22. ____
23. Encourages problem-solving in addition to rote learning of subject matter	☐	☐	☐	☐	☐	☐	23. ____
24. Encourages creativity and original thinking	☐	☐	☐	☐	☐	☐	24. ____
25. Includes up-to-date developments in field	☐	☐	☐	☐	☐	☐	25. ____
26. Advises and encourages students about other courses and opportunities in field	☐	☐	☐	☐	☐	☐	26. ____

BEST COPY AVAILABLE

WHEN AN INSTRUCTOR USES THIS BEHAVIOR OR STRATEGY IN THE CLASSROOM.....		IT HAS THIS VALUE IN HELPING ME LEARN:						peer adjunct instructors should be offered assistance in the areas I have checked:
		No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
WORKLOAD	27. Determines ability levels of students early	☐	☐	☐	☐	☐	☐	27. _____
	28. Makes assignments appropriate for level, content and objectives of course	☐	☐	☐	☐	☐	☐	28. _____
	29. Distributes workload evenly over semester	☐	☐	☐	☐	☐	☐	29. _____
	30. Requires drill or other repetitive exercises	☐	☐	☐	☐	☐	☐	30. _____
	31. Makes supplementary reading lists available	☐	☐	☐	☐	☐	☐	31. _____
	32. Makes assignments requiring outside research	☐	☐	☐	☐	☐	☐	32. _____
		No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
EVALUATION	33. Designs tests to measure student understanding	☐	☐	☐	☐	☐	☐	33. _____
	34. Writes tests for different levels of learning	☐	☐	☐	☐	☐	☐	34. _____
	35. Uses graded, returned tests as teaching tool	☐	☐	☐	☐	☐	☐	35. _____
	36. Uses objective (unbiased) grading methods	☐	☐	☐	☐	☐	☐	36. _____
	37. Provides regular, prompt feedback on student progress	☐	☐	☐	☐	☐	☐	37. _____
	38. Praises good work	☐	☐	☐	☐	☐	☐	38. _____
	39. Gives reasons for criticisms of student work	☐	☐	☐	☐	☐	☐	39. _____
	40. Seeks students' comments at end of course	☐	☐	☐	☐	☐	☐	40. _____
		No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
RELATIONSHIP WITH STUDENTS	41. Determines students' expectations early	☐	☐	☐	☐	☐	☐	41. _____
	42. Encourages student participation in class	☐	☐	☐	☐	☐	☐	42. _____
	43. Accepts different viewpoints of students	☐	☐	☐	☐	☐	☐	43. _____
	44. Treats students fairly and impartially	☐	☐	☐	☐	☐	☐	44. _____
	45. Creates atmosphere of acceptance, respect	☐	☐	☐	☐	☐	☐	45. _____
	46. Establishes procedures for conferring with students outside class	☐	☐	☐	☐	☐	☐	46. _____
	47. Encourages students to talk with him/her individually on matters of concern	☐	☐	☐	☐	☐	☐	47. _____
	48. Seeks extra information for students who request it	☐	☐	☐	☐	☐	☐	48. _____

USE THIS SPACE TO LIST OTHER BEHAVIORS AND STRATEGIES AND THEIR VALUE TO YOU:

BEST COPY AVAILABLE

The person completing this form is ___male ___female

Age range: ___Under 20 ___21-30 ___31-40 ___41-50 ___51-60 ___Over 60

THANK YOU.

June 11, 1984

<t> <f> <l>
<a>

Dear <t> <l>:

May we ask for a few minutes of your valuable time? We need your help in a study to determine "what works" in meeting the instructional needs of PCCC students.

We are sending questionnaires to all part-time instructors who have taught courses this year and to part-time students who have earned 12 or more credits in PCCC courses. A copy of the instructor questionnaire is enclosed. Please read the directions carefully before you fill out the form. Return your completed form to us in the postage-paid envelope no later than Friday, June 22 (sooner if possible).

Our part-time instructors bring a wealth of knowledge and experience, plus a variety of teaching strategies, to the courses they teach for PCCC. This study should help us assist part-time faculty in several ways: by identifying the approaches which work best for our adult students, by guiding our recruitment of new part-time instructors, and by establishing priorities as we plan staff development activities for our adjunct faculty.

Thank you for your participation in this project.

Sincerely,

Steven W. Jones
Dean of College Affairs

SWJ:lt

Enclosure

DIRECTIONS: 48 behaviors or strategies usable in college classrooms are listed below. Please respond to each item in two ways:

(1) Check the box which shows how you, as an instructor, value each behavior or strategy in helping the instructional process and/or the student's learning process

(2) At the right, put a check mark beside the number of any behavior or strategy in which you think PCCC adjunct instructors should be offered assistance or training. (Such assistance could be as simple as a file of article reprints or as detailed as a workshop.)

WHEN AN INSTRUCTOR (myself or some other educator of adults) USES THIS BEHAVIOR OR STRATEGY IN THE CLASSROOM .....IT HAS THIS VALUE IN HELPING THE INSTRUCTIONAL PROCESS AND/OR THE STUDENTS' LEARNING:

PCCC adjunct instructors should be offered assistance in the areas I have checked:

PREPARATION AND ORGANIZATION

	No value	Slight value	Moderate value	Substantial value	Great value	No opinion	PCCC adjunct
1. Plans format of course in advance	☐	☐	☐	☐	☐	☐	1. ____
2. Provides clear course objectives	☐	☐	☐	☐	☐	☐	2. ____
3. Announces course requirements and deadlines early in course	☐	☐	☐	☐	☐	☐	3. ____
4. Organizes material in logical order for each class session	☐	☐	☐	☐	☐	☐	4. ____
5. Provides opportunities to summarize and review material	☐	☐	☐	☐	☐	☐	5. ____
6. Allows time for question-and-answer sessions	☐	☐	☐	☐	☐	☐	6. ____

PRESENTATION OF MATERIAL

	No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
7. Relates new ideas to established ones	☐	☐	☐	☐	☐	☐	7. ____
8. Uses concrete examples to translate theory into practice	☐	☐	☐	☐	☐	☐	8. ____
9. Talks at a pace suitable for comprehension	☐	☐	☐	☐	☐	☐	9. ____
10. Adds variety and interest to lecture method	☐	☐	☐	☐	☐	☐	10. ____
11. Adapts teaching methods to students' learning styles and rates	☐	☐	☐	☐	☐	☐	11. ____
12. Demonstrates public-speaking skill	☐	☐	☐	☐	☐	☐	12. ____
13. Provides printed materials (handouts)	☐	☐	☐	☐	☐	☐	13. ____
14. Uses diagrams, charts, pictures	☐	☐	☐	☐	☐	☐	14. ____
15. Uses filmstrips, films, tapes, slides	☐	☐	☐	☐	☐	☐	15. ____
16. Uses demonstrations, dramatizations	☐	☐	☐	☐	☐	☐	16. ____
17. Uses whole-group discussion methods	☐	☐	☐	☐	☐	☐	17. ____
18. Uses small-group discussion methods	☐	☐	☐	☐	☐	☐	18. ____
19. Brings in guest speakers	☐	☐	☐	☐	☐	☐	19. ____

GRASP OF SUBJECT MATTER

	No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
20. Shows detailed knowledge of subject matter	☐	☐	☐	☐	☐	☐	20. ____
21. Exhibits enthusiasm and interest in subject	☐	☐	☐	☐	☐	☐	21. ____
22. Chooses appropriate learning activities for subject matter	☐	☐	☐	☐	☐	☐	22. ____
23. Encourages problem-solving in addition to rote learning of subject matter	☐	☐	☐	☐	☐	☐	23. ____
24. Encourages creativity and original thinking	☐	☐	☐	☐	☐	☐	24. ____
25. Includes up-to-date developments in field	☐	☐	☐	☐	☐	☐	25. ____
26. Advises and encourages students about other courses and opportunities in field	☐	☐	☐	☐	☐	☐	26. ____

BEST COPY AVAILABLE

WHEN AN INSTRUCTOR (myself or some other educator of adults) USES THIS BEHAVIOR OR STRATEGY IN THE CLASSROOM ..... IT HAS THIS VALUE IN HELPING THE INSTRUCTIONAL PROCESS AND/OR THE STUDENTS' LEARNING:

PCCC adjunct instructors should be offered assistance in the areas I have checked:

		No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
WORKLOAD	27. Determines ability levels of students early	☐	☐	☐	☐	☐	☐	27. ____
	28. Makes assignments appropriate for level, content and objectives of course	☐	☐	☐	☐	☐	☐	28. ____
	29. Distributes workload evenly over semester	☐	☐	☐	☐	☐	☐	29. ____
	30. Requires drill or other repetitive exercises	☐	☐	☐	☐	☐	☐	30. ____
	31. Makes supplementary reading lists available	☐	☐	☐	☐	☐	☐	31. ____
	32. Makes assignments requiring outside research	☐	☐	☐	☐	☐	☐	32. ____

		No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
EVALUATION	33. Designs tests to measure student understanding	☐	☐	☐	☐	☐	☐	33. ____
	34. Writes tests for different levels of learning	☐	☐	☐	☐	☐	☐	34. ____
	35. Uses graded, returned tests as teaching tool	☐	☐	☐	☐	☐	☐	35. ____
	36. Uses objective (unbiased) grading methods	☐	☐	☐	☐	☐	☐	36. ____
	37. Provides regular, prompt feedback on student progress	☐	☐	☐	☐	☐	☐	37. ____
	38. Praises good work	☐	☐	☐	☐	☐	☐	38. ____
	39. Gives reasons for criticisms of student work	☐	☐	☐	☐	☐	☐	39. ____
	40. Seeks students' comments at end of course	☐	☐	☐	☐	☐	☐	40. ____

		No value	Slight value	Moderate value	Substantial value	Great value	No opinion	
RELATIONSHIP WITH STUDENTS	41. Determines students' expectations early	☐	☐	☐	☐	☐	☐	41. ____
	42. Encourages student participation in class	☐	☐	☐	☐	☐	☐	42. ____
	43. Accepts different viewpoints of students	☐	☐	☐	☐	☐	☐	43. ____
	44. Treats students fairly and impartially	☐	☐	☐	☐	☐	☐	44. ____
	45. Creates atmosphere of acceptance, respect	☐	☐	☐	☐	☐	☐	45. ____
	46. Establishes procedures for conferring with students outside class	☐	☐	☐	☐	☐	☐	46. ____
	47. Encourages students to talk with him/her individually on matters of concern	☐	☐	☐	☐	☐	☐	47. ____
	48. Seeks extra information for students who request it	☐	☐	☐	☐	☐	☐	48. ____

USE THIS SPACE TO LIST OTHER BEHAVIORS AND STRATEGIES AND THEIR VALUE TO YOU:

IDENTIFICATION DATA

Gender: ___ Male ___ Female

How many semesters have you taught at Phillips County Comm. College? ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ More than 5

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ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

DEC 21 1984